

community in retirement by volunteering their time to help out at schools, churches, hospitals, nursing homes, museums, libraries, health screening venues and other places. A number of members also volunteered at the 1996 Summer Olympics in Columbus for fast pitch baseball.

In past years, MREA has consistently been presented with competitive Membership awards from GREA. Also, MREA strives to help active teachers by awarding scholarships to those seeking graduate degrees.

Mr. Speaker, I ask that my colleagues join me in applauding the exceptional efforts of the Muscogee Retired Educators Association for all they have done and will continue to do to address the needs of our retired educators. Not only did MREA members provide a great service during their careers teaching our young people, but they have continued that legacy of service in the community in retirement and for that, I thank each and every one of them.

IN RECOGNITION OF RAPHAEL  
KAUFFMANN

**HON. JACKIE SPEIER**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 21, 2012*

Ms. SPEIER. Mr. Speaker, I rise to honor Raphael Kauffmann, an outstanding teacher who serves as a role model for students and teachers alike. It is only fitting that he has been named San Mateo County Teacher of the Year.

Mr. Kauffmann graduated Cum Laude from San Francisco State University where he earned a Bachelor of Arts degree in Broadcast and Electronic Communications in 1995. Since 2005, Mr. Kauffmann has taught at Carlmont High School in Belmont. He was promoted to Chair of the English Department in 2009. He is a member of the National Education Association, the National Council of Teachers of English and he won a PTSA Award of Excellence in 2010.

Under Mr. Kauffmann's leadership Carlmont High School adopted the Expository Reading and Writing Course, a school-wide reading and writing program. The program sparked a fruitful collaboration among the teachers within his department. The program helps prepare students for college and advances students' writing skills.

Mr. Kauffmann did not always know he wanted to teach. Starting at age 12 or 13, he was most passionate about music. He played bass in his high school band and also started a band with friends. In college he learned audio production, which helped him apply his passion for music to his professional life. His dynamic career has spanned the music, recording and software industries.

These experiences taught him the skills and qualities necessary for survival in the professional world. They also taught him that he could meld together academic, professional and creative interests while navigating a career path. He brings these lessons into the classroom and offers his students a broad perspective.

Instead of creating an authoritarian atmosphere, he makes students his partners in the process of learning. He promotes an environ-

ment of mutual respect and uses his musical background to connect with at-risk youths. He uses music as a tool to communicate with young people who the educational system has left behind. For example, when Mr. Kauffmann met one student who was nearly ready to drop out of high school, Mr. Kauffmann connected with this young man about music, took him under his wing and helped him graduate on time.

Mr. Kauffmann is a devoted husband and father; he is married to Chandra Kauffmann and they have a son, Rami.

Mr. Speaker, I ask this body to rise with me to honor the outstanding service of Raphael Kauffmann to the residents of San Mateo County. For many more years to come he will serve as an inspiration for other teachers, and a beacon for his students.

INTRODUCING LEGISLATION CELEBRATING 40TH ANNIVERSARY OF  
TITLE IX LEGISLATION

**HON. LOUISE McINTOSH SLAUGHTER**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 21, 2012*

Ms. SLAUGHTER. Mr. Speaker, I rise today to introduce a resolution recognizing the 40th anniversary of the momentous Title IX legislation. Forty years ago, on June 23, 1972, it was established that educational institutions receiving federal funding were barred from discriminating against anyone on the basis of sex. That decision applied to student admissions, recruitment, scholarship awards and tuition assistance, housing, access to courses and other academic offerings, counseling, financial assistance, employment assistance to students, health and insurance benefits and services, athletics, and all aspects of education-related employment.

This landmark legislation led to gains for women in all fields, from academics to business to science and technology. The law is probably most well known for its impact on women in athletics. Since Title IX was enacted, the number of women competing in college sports has soared by more than 600 percent, and the number of high school girls competing in sports has increased by over 1,000 percent.

This is important because we know from scientific research that student athletes graduate at higher rates, perform better in school and are less likely to use drugs and alcohol, smoke, or develop mental illness or obesity later in life. Furthermore, I have heard from countless female athletes, like Olympic gymnast Dominique Dawes, that without athletic scholarships made possible by Title IX, they simply would not have been able to attend college. Imagine the vast intellectual, cultural and athletic opportunities that would have been lost to these young women had they not been able to pursue their goals of furthering their education.

In the years since the law was passed, we have had to fight for improvements to the legislation and fight against other attempts to weaken it. In 2003, I led a hearing in the basement of this very Capitol building when Title IX was being threatened by Commission for Opportunity in Athletic recommendations that ignored the continuing lack of participation

opportunities and funding that women's and girls' athletics were facing. I clearly recall watching a line of little girls in their soccer uniforms enter the room accompanied by their fathers. These dads spoke eloquently about the importance of coaching their daughters in sports, and how it meant just as much to them as coaching their sons. Although bad policy was enacted that limited the effectiveness of Title IX, I am proud to say we were able to reverse significant parts of that in 2010.

The fight for fairness continues. Today we still face disparities in opportunities for girls in sports, particularly at the high school level. Girls make up half of the high school population, yet receive only 41 percent of all athletic participation opportunities. This translates to 1.3 million fewer opportunities for young women to play high school sports than young men. Worse yet, this gap is actually increasing.

How is it that one law can have such a dramatic impact at one age level and yet be less successful for our young women who are just four years younger? The answer can be found in public transparency and accountability. As is true elsewhere in life, sunshine can be the best of disinfectants.

At the collegiate level, colleges and universities are required to publicly account for how their athletic opportunities, resources, and dollars are allocated among male and female athletes. No such transparency requirements are found at the high school level. Not surprisingly, where there is no public accountability, there is a growing gap in athletic opportunities for young student-athletes.

Currently, high schools are required to submit annual reports of their athletic participation numbers by sport and gender to their state high school athletic associations. Additionally, school bookkeepers already keep records of all school expenditures—including those made within the athletic department. Despite doing all the work of collecting this data, none of it is required to be made public.

To make a simple, but profound, change to high school reporting requirements, I have authored H.R. 458, the High School Athletics and Accountability Act. This bill would require high schools to make public vital data on the participation of girls in high school sports. Schools already collect this data. Making the information public would be a small change for school administrators—estimates are that it would take just three to six hours of time once a year to produce a report—and would have a huge impact on the opportunities available to our young girls.

As we celebrate the anniversary of the passage of this landmark legislation, we must recommit ourselves to continuing the fight for equity for women and girls. I ask my colleagues to commemorate the 40th anniversary of Title IX with me, and pledge to keep pressing forward until opportunities are equal for all.

IN RECOGNITION OF ROGER  
ANDREY

**HON. JACKIE SPEIER**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 21, 2012*

Ms. SPEIER. Mr. Speaker, I rise to honor Officer Robert Andrey for his 27 years of service at the Burlingame Police Department.